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ABSTRACT

Three institutes for staff members of migrant education programs were held in the spring of 1970. The purpose of the institutes was to afford an opportunity for participants to share ideas about past migrant programs and to participate in planning summer programs for 1970. Consultants from the Learning Institute of North Carolina and the North Carolina State Department of Public Instruction were used extensively to assist participants in planning programs to meet local needs. Institute objectives, schedules, course descriptions, and evaluation forms are presented in this document. Evaluation results are included for 2 of the 3 institutes, and lists of children's books for migrant programs and consultants participating in the institutes are appended. (JH)

ED 040799

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# MIGRANT EDUCATION INSTITUTE

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IN COOPERATION WITH THE

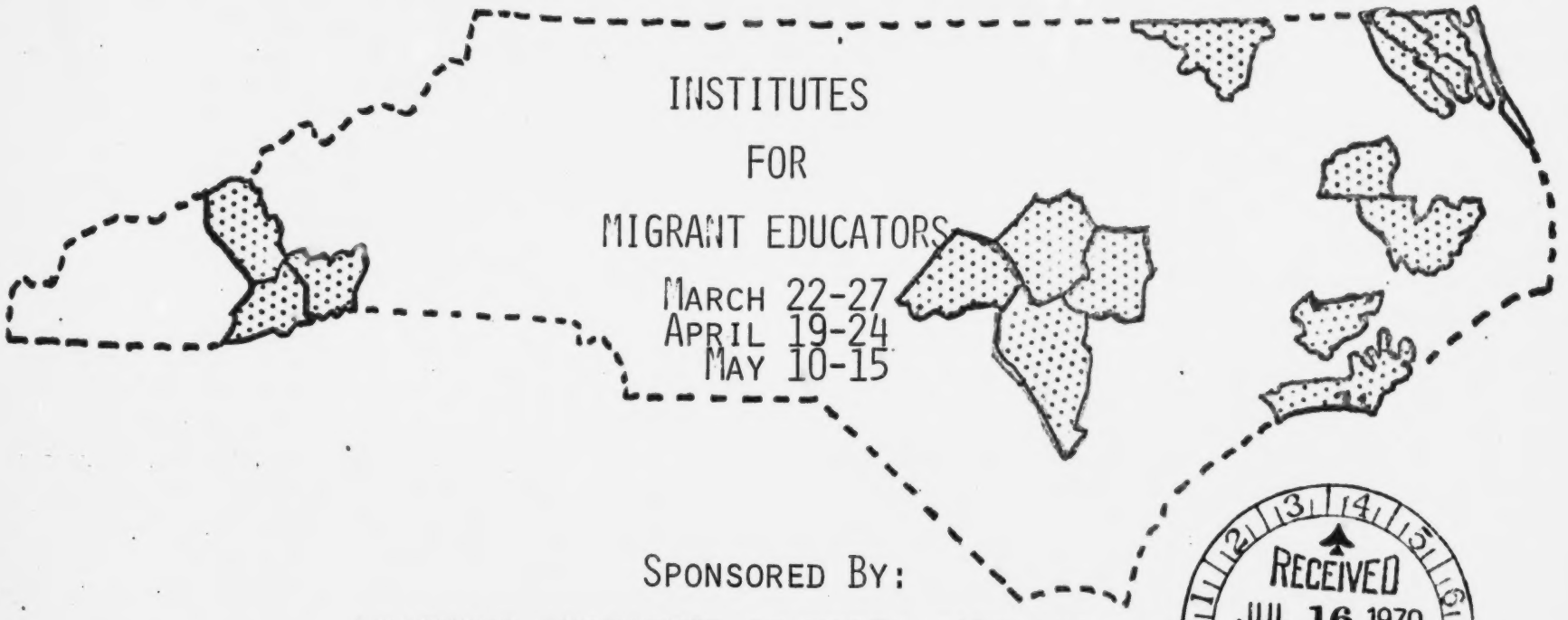
NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION

DIVISION OF MIGRANT EDUCATION

RALEIGH, NORTH CAROLINA

March, April, May 1970

RC004444



# INSTITUTES FOR MIGRANT EDUCATORS

MARCH 22-27
APRIL 19-24
MAY 10-15

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SPONSORED BY:

LEARNING INSTITUTE OF NORTH CAROLINA AND
STATE DEPARTMENT OF PUBLIC INSTRUCTION

SITE:

LINC CHILDREN'S CENTER
800 SILVER AVENUE
GREENSBORO, N. C.

The Learning Institute of North Carolina (LINC) in cooperation with the State Department of Public Instruction will sponsor three spring institutes for staff members of migrant education programs in March, April, and May.

These week-long institutes will be conducted at the Learning Institute Children's Center, 800 Silver Avenue, Greensboro, and the Pass Model Reading School. They will afford an opportunity for teachers, nurses, home-school coordinators, principals, ESEA directors and superintendents of the city and county school systems having migrant education programs an opportunity to come together in one place to share ideas about past migrant programs and to participate in program planning for the summer of 1970.

Participants will have at their disposal staff members of the Learning Institute Children's Center, State Department of Public Instruction, LINC staff from Durham, and outside consultants to help them plan programs to suit local needs.

Participants will work with these persons to:

--Observe children and teachers in real-life classroom situations.

--Teach in actual classroom situations with feedback via videotape and classroom observers.

--Participate in one-to-one or group-to-group discussion sessions in order that participants may better see strengths or weaknesses in individual or

--group approaches to migrant education.

--Visit parents and community agencies in the Greensboro area and learn how to best coordinate efforts of these groups in the total migrant education effort.

--Make contacts with school administrators and other school service personnel in order to learn how to coordinate their efforts in good migrant education programs.

--Learn to evaluate effectiveness of local programs.

--Draw upon consultative help to solve individual problems.

The institutes should provide models so that participants can serve as in-service leaders in their local school systems and plan their own programs another year.

Thirty participants may attend either session, a total of 90 for the three sessions. Each group will divide into smaller groups and will have an advisor to help plan programs and to troubleshoot arising difficulties, reach consultants, and to plan for discussion.

Participants will have the freedom to select from daily subject areas those areas of study most applicable to their local situation.

The schedule for the three institutes is:

First session: March 22-27

Second session: April 19-24

Third session: May 10-15

Participants should arrive at the LINC Children's Center, 800 Silver Avenue, Greensboro, at 8:00 p.m. the Sunday preceding the first institute day. Participants will be responsible for making their own motel reservations for their Greensboro stay (suggestion: Town House Motor Lodge, 1000 W. Market Street, Greensboro, Phone 273-5503; Single room, $14; Double room, $19.50). Reservations should be made immediately.

Participants should be prepared to meet expenses of their meals and lodging. Each, however, will be reimbursed at the rate of $15 per day for room and board, plus nine cents per mile for transportation. Participants' salaries will be continued by the local systems and substitutes' pay will be covered by LINC.

MIGRANT WORKER EDUCATORS

INSTITUTE OBJECTIVES

Eight Basic Components:

1. Observation
2. Assessment
3. Working with staff development specialist and children in the classroom
4. Attending selected Study Groups
5. Planning for local school system
6. Opportunity for sharing ideas with representatives from other systems
7. Coordination of Community services with the Schools' program
8. Home Visitations

Specific Objectives:

ALL PARTICIPANTS

1. To provide a model that demonstrates "How To" through observation and classroom experiences.
2. Through a workshop experience on observation teachers will begin to develop skills in observation techniques.
3. Participants will apply the skills developed in the observation workshop by observing live classroom situations and discussing their observations with the teachers of the class observed.
4. Local teams will meet with consultants and begin planning an in-service program for all local migrant staff members.
5. Local teams will meet with consultants and begin planning for their migrant program.
6. To share past experiences and other ideas with representatives from other local systems through informal discussions and gatherings, planning and evaluating sessions.

TEACHERS

1. To provide through follow-up discussions with lead teachers and selected study groups, a rationale for why things are done in the classroom.

2. To apply the concepts and skills gained in study groups, discussion, etc. by working with children and the lead teacher in a classroom.

3. To evaluate each days classroom experience through discussions with lead teachers and observers.

4. Participants will plan the daily classroom activities with the aid of the lead teacher.

5. Consultants will be provided to give the participants a variety of educational experiences designed to improve their skills in working with migrant children. Experiences common to all participating teachers and assistants
   a. Interaction between adults and children
   b. Interaction between teacher and assistant
   c. room arrangement
   d. learning through play

6. To demonstrate the use of a variety of diagnostic techniques in a workshop and/or classroom experiences.

AMINISTRATORS & SPECIALISTS

1. Participating administrators, social workers and other specialists will identify community agencies available in their home community.

2. To contact the agencies in the Greensboro area that are common to those in their home area.

3. To evaluate the services of each agency through discussions with the personnel of these agencies and to determine which services are applicable to their local situation.

4. To coordinate available community services with the instructional program through the local team planning sessions which include teachers.

5. To visit the home of children from the Children's Center.

6. To coordinate the home visitations with the instructional program by providing the teachers with background information on the home visited.

ADMINISTRATORS & SPECIALISTS con't

7. Through training in observation, administrators and specialist will develop skills necessary in helping teachers improve the instructional program.

8. A variety of workshops will be provided for administrators and specialist.

MIGRANT EDUCATION INSTITUTE

OBJECTIVES

The planning staff for this institute has identified the following as basic components of the weeks' experiences.

1. Observation of a variety of instructional practices
2. Assessment or diagnosis of pupil instructional needs
3. Working with staff development specialist and children in the classroom (only applicable to kindergarten)
4. Attending selected study groups
5. Planning for local school systems
6. Opportunity for sharing ideas with representatives from other projects
7. Coordination of community services with the schools' program
8. Home visitations
9. Materials evaluation

Derived from these components are the specific objectives of the institute.

1. To begin developing skills in observation techniques through a workshop experience in observation techniques.
2. To apply the skills developed in the observation workshop by observing live classroom situations and discussing these observations with the teachers of the classes observed.
3. To demonstrate a variety of instructional approaches.
4. To provide a model that demonstrates "How To" through observation and classroom experiences.
5. To provide through follow-up discussions with lead teachers and selected study groups, a rationale for classroom activities.

Objectives - cont'd

6. To provide administrators and specialists with the observation skills necessary to help teachers improve the instructional program.

7. To evaluate the role of the child's total environment in his development.

8. To explore through discussions, observations and/or involvement, the role of administrators, nurses, social workers, etc. in the instructional program.

9. To demonstrate interaction between adults and children.

10. To demonstrate interaction between teacher and assistant.

11. To demonstrate varied room arrangements.

12. To provide materials relevant to participants' needs.

13. To evaluate the services of state agencies through discussions with the personnel of these agencies and to determine which services are applicable to local situations.

14. To meet with consultants as local teams and begin planning a continuing in-service program for all local migrant staff members and/or the summer migrant project.

15. To share experiences and ideas with representatives from other local systems through informal discussions and gatherings, planning and evaluating sessions.

<u>Kindergarten Teachers Only</u>

16. To apply the concepts and skills gained in study groups, discussion, etc. by working with children and the lead teacher in a classroom.

17. To plan the daily classroom activities with the aid of the lead teacher.

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COURSE DESCRIPTIONS
(A Description of the Institutes Sessions)

| Number of Hours Involved | |
|---|---|
| | (1) |
| 3 1/2 | Observation Techniques - A preliminary talk on observation, its uses for evaluation and instructional improvement, use of observation scales and ways to observe is followed by a video tape of a North Carolina classroom situation. Discussions by the leader and participants in small groups which mushroom into larger ones determine the most relevant behavior observed in the tape. The tape is re-run for group observation. Participants receive practice in observation by observing the Children's Center classes for periods of one hour. A discussion follows each observation. |
| | (2) |
| 1 1/2 | Creative Approach to Building Self-Concept and Reading Readiness - Demonstrates effective methods and materials that can be used to build self-concept and reading readiness. Participants examine materials and receive a gift box containing all materials, i.e., cameras, professional books, copies of children's books, mobiles, mirrors, etc. |
| | (3) |
| 8 | Observation Evaluation and Planning - Participants met daily with teachers they observed or worked each morning and evaluated the days observations or activities through discussions with the head teacher. Following the evaluations, participants planned the next days classroom activities and materials suitable for setting up and directing a responsive environment or language experiences for those in reading. |
| | (4) |
| 3 | Understanding the Child's Environment - A short talk on the importance of understanding the child's environment, i.e., |

his home, parents, community, and how these are interrelated with school. Participants then took a walk in the Children's Center Community which included industrial, residential, business and visited in the homes of several children enrolled in the center. During the visits they talked with parents concerning school, the children, etc. After the walk in the community, small groups of five or six summarized their findings and related this to instructional design.

(5)

2 Film Showings - A showing and discussion of short educational films depicting concepts advocated during the institute.

(6)

2 Orientation to the Model Reading School- A tour of the Model Reading School, its facilities and material. A lecture detailing the use of reading inventories teaching reading through language experiences (advocated by Van Allen) and other methods of teaching reading. Participants took the opportunity to explore the classrooms, explore the materials used and classroom arrangement.

(7)

14 Working with Children in Classroom Observation - Pre-school teachers and assistants and some administration and specialists actually worked in the classroom in conjunction with the head teacher the first day and assumed leadership role the second and third days. Elementary teachers were provided very limited experiences in the classroom but observed and evaluated daily.

(8)

3 Interaction Between Children and Adults - A workshop experience utilizing films and role playing for discussion. Participants utilized their classroom observations and other information to determine ways to foster adult-child interaction in their teaching.

(9)

2 State Advisory Committee on Services to Migrant - A panel of state agency representatives outline the services available to the school through their agencies.

(10)

2 Diagnostic Techniques and classroom organization - The Director of the Reading School distributed diagnostic instruments to participants and discussed each. They also discussed classroom organization as well as explored models, and set-up their own for elementary grades.

(11)

4 Cardboard Carpentry - Using Tri-wall cardboard, participants made classroom furniture.

(12)

3 Room Arrangement - Participants were given more instructions in classroom arrangements and the significance of the various centers.

(13)

5 Local Team Planning - Groups from common systems began planning their in-service program and the summer migrant projects with the aid of a LINC and State Department Consultant.

(14)

4 Dramatic Play - Using video tapes and slide tapes of the Durham EIP Dramatic Play at Southside School, a consultant explains why it is done, how and why it is necessary for children.

(15)

3 Interaction Between Teacher and Assistant - All participants engaged in role playing and discussions of the effective use of teacher assistants. The main focus here outlined by the Children's Center Staff was that assistants can be effective in

instructional areas i.e., working with individuals, small groups, etc., if the Communication barriers are removed.

(16)

2 Homemade Materials - This workshop demonstrated the use of common and/or scrap materials to make instructional aids and/or play items. Participants made many items during the workshop using wire, string, and paper for mobiles, egg cartons, cans, jars, etc.

(17)

2 Organizing Free Play - After having observed free play as a learning experience for children, participants were given more instructions on how to organize it.

OBSERVATION

MIGRANT EDUCATION INSTITUTE

Whenever something fairly complicated is being attempted, it is necessary to monitor the process to find out what is actually happening. In education this is particularly true. There is frequently a large gap between our objectives and what actually happen in the classroom. The teachers (and others who maybe observing) observation skills are what allows him to note this gap and hopefully modify the procedure so that appropriate learning goals may be reached.

How people feel about things determines whether or not they learn. This means that in addition to observing the outward actions in a classroom, it is even more important to pick up clues which guide us in judging his emotional state. Is he figeting? Is he disinterested or is the activity boring? Note his eye movements and facial expression.

Suggestions:

1. Record what you see in as much detail as possible. Stick to a rigid schedule of observing and recording. Time will be given for discussion afterwards.

2. Focus on a particular aspect of the classroom. Look at one small group of children (2-4), or one specific area and concentrate.

3. Use the "Observation Guide" to keep you focused.

4. Be specific about learning that is taking place. If Johnny is learning to pull Altha's hair, write it down.

# OBSERVATION GUIDE

Observe for 4 minutes, and record for 1 minute

| | Record 2 | Record 2 | Record 3 |
|---|---|---|---|
| 1. Interaction<br>Define (between whom)<br><br>Role of student is he actively participating or following instructions | | | |
| 2. Curriculum<br>What are the students doing<br><br>Obvious objective | | | |
| 3. Content Level<br>Memorizing, mechanical skills, concepts, transformations | | | |
| 4. Feelings (how do they feel about what they're doing?)<br><br>Students<br><br>Teachers | | | |
| 5. Learning (what is <u>actually</u> being learned; be specific) | | | |

MIGRANT EDUCATION INSTITUTE

Suggestions for Migrant Projects
Planning Sessions

I. Plan a Continuing in-service Program

A. Staff development experiences for two to three days preceeding pupil enrollment which might include some of the following and others.
1. Improving observation skills
a. use of video-tape recorder
b. observation of classes and Peers
c. observation of films of classes
d. discussions
e. develop an observation scale

2. Develop objectives of the Program
a. Write specific instructional/behavorial objectives
b. Write the activities to meet each objective

3. Determine specific ways of building self concept-write these up as objectives and activities.

4. List ways of utilizing the resources of aides other than clerks, to run errands and clean up duties
a. reading specialists utilizing Language Experiences Approach (see materials on this in packet)
b. individual instruction
c. small groups, etc.

5. Consider the following:
a. How can administrators, other professionals and personnel in the school be involved in the instructional program?
b. Involvement of Migrant parents, other Migrant adults and the members of the community-establish a closer relationship with the Migrant Community.

6. Plan effective utilization of school and county resources, i.e., equipment, materials, specialists, etc.

II. Plan to use the Migrant Project as a model for the regular school program.

III. Evaluation should be an integral part of the initial planning stages. Therefore, build it in as you plan.

ALL PARTICIPANTS QUESTIONNAIRE

Migrant Worker Educators Seminar
March, April, May 1970

The following objectives are among those which were agreed upon by the sponsors of the workshops you have attended the past week. Indicate the degree to which you feel each objective has been reached, using the following scale.

5. Objective fulfilled
4. Good progress made toward this objective
3. Average fulfillment of this objective
2. Limited fulfillment of this objective
1. No attention given to this objective

_____ 1. To provide a model that demonstrates "How To" through observation and classroom experiences.

_____ 2. To develop skills in observation techniques.

_____ 3. To apply the skills developed in the observation workshop by observing live classroom situations and discussing their observations with the teachers of the class observed.

_____ 4. To meet with consultants and begin planning an inservice program for all local migrant staff members.

_____ 5. To meet with consultants and begin planning for their migrant program.

_____ 6. To share past experiences and other ideas with representatives from other local systems through informal discussions and gatherings, planning and evaluating sessions.

TEACHER QUESTIONNAIRE

Migrant Worker Educators Seminar
March, April, May 1970

The following objectives are among those which were agreed upon by the sponsors of the workshops you have attended the past week. Indicate the degree to which you feel each objective has been reached, using the following scale:

5. Objective fulfilled
4. Good progress made toward this objective
3. Average fulfillment of this objective
2. Limited fulfillment of this objective
1. No attention given to this objective

_____ 1. To provide through follow-up discussions a rationale for why things are done in the classroom.

_____ 2. To apply the concepts and skills gained in study groups by working with children and the lead teacher in a classroom.

_____ 3. To evaluate each day's experience through discussions with lead teachers and observers.

_____ 4. To plan the daily classroom activities with the aid of the lead teacher.

_____ 5. To provide the participants a variety of educational experiences designed to improve their skills in working with migrant children.

_____ 6. To demonstrate the use of a variety of diagnostic techniques in a workshop and/or classroom experience.

ADMINISTRATORS AND SPECIALISTS QUESTIONNAIRE
Migrant Worker Educators Seminar
March, April, May 1970

The following objectives are among those which were agreed upon by the sponsors of the workshops you have attended the past week. Indicate the degree to which you feel each objective has been reached, using the following scale:

5. Objective fulfilled
4. Good progress made toward this objective
3. Average fulfillment of this objective
2. Limited fulfillment of this objective
1. No attention given to this objective

_____ 1. To identify community agencies available in their home community.

_____ 2. To provide participants an opportunity to contact the agencies in the Greensboro area that are common to those in their home area.

_____ 3. To evaluate the services of each agency through discussions with the personnel of these agencies and to determine which services are applicable to their local situation.

_____ 4. To coordinate available community services with the instructional program through the local team planning sessions which include teachers.

_____ 5. To visit the home of children from the Children's Center.

_____ 6. To coordinate the home visitations with the instructional program by providing the teachers with background information on the home visited.

_____ 7. To develop skills necessary in helping teachers improve the instructional program.

_____ 8. To provide a variety of workshops for administrators and specialists.

Migrant Education Institute Evaluation

1. What position do you hold? Elementary teacher or assistant _____, principal_____, nurse_____,

   Director_____, pre-sc hool teacher or assistant_____.

2. What sessions or areas need to be de-emphasized in the institute?

_____

_____.

3. What sessions or areas in the institute need to be emphasized more?_____

_____

4. Do you feel that the workshop accomplished what it was supposed to accomplish?_____

_____

5. What did you like best about the workshop?_____

_____

6. What did you like least?_____

_____

7. Name one thing that you heard, saw or learned during the workshop that you would like to try._____

_____

_____

8. How do you rate this institute?
   Very good_____good_____ Fair_____Poor_____

9. In terms of the amount of time spent for activity such as discussion groups, observation, classroom participation, agency visitation, community survey, film showings, other work sessions, would you like to see the proportion of time allotted for these activities changed in any way? YES_____ NO_____

If yes explain how._____

_____

_____

10. Are the provided materials of any help to you? YES_____NO_____

If yes, how are they helpful?_____

_____

_____

11. What materials seem to be of little or no help to you?_____

_____

_____

_____

12. Is there anything else the institute staff should know, so they might improve this experience?_____

_____

_____

_____

_____

_____

_____

# MIGRANT EDUCATION INSTITUTE

## MARCH 22 1970

SUNDAY 8:00 P.M. - 10:00 P.M. ALL PARTICIPANTS

1. "GETTING TO KNOW YOU" - Participants introduce each other after being paired with unfamiliar persons.

2. State Goals of Institute - Give these to participants

3. Fill-out forms
   a. Attitudinal scale
   b. Vita-form
   c. Expense forms - mileage
   d. Certification credit application

4. Distribute Schedules for the week

5. Grouping for Orientation
   a. Pre-school Teachers - C.C. Staff
   b. Elementary Teachers - Helen Wolff
   *c. Administrators and Specialists - Irene Glass

6. Tour of Children's Center

*Specialists refers to nurses, health coordinators, social workers, home-school coordinators, high school teachers and other related personnel. Reading school specialists will attend the same sessions as elementary teachers.

C. C. - Children's Center
M.R.S. - Model Reading School
LINC - Learning Institute of North Carolina
SDPI - State Department of Public Instruction
L.T.R. - Large Training Room
T.R. Cott. - Training Cottage
S. T. R. - Small Training Room
P. R. - Parents Room

Day - MONDAY

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 8:30 - 9:30 | Observation Techniques | 1. Specialists and Administrators<br>2. Pre-school teachers | Dave Kaplan LINC | L.T.R |
| 9:30 - 10:30 | Observation Techniques | Elementary Teachers | Dave Kaplan LINC | L.T.R. |
| | Classroom Observation | 1. Specialists and Administrators<br>2. Pre-school teachers | | Obervation booths and classrooms |
| 10:30 - 11:00 | Observation Discussion | 1. Pre-school teachers<br>2. Specialists and Administrators | Dave Kaplan LINC | L.T.R. |
| | Observation | Elementary Teachers | | Observation booths and classrooms |
| 11:00 - 12:00 | Observation | 1. Pre-school teachers<br>2. Specialists and Administrators | | Observation booth and classrooms |
| | Observation Discussion | Elementary Teachers | Dave Kaplan LINC | L.T.R. |
| 12:00 - 1:00 | ---------- L U N C H ---------- | | | |
| 1:00 - 2:30 | Creative Approach to Building Self-Concept & Reading Readiness | Elementary Teachers | Brenda Lail LINC | T.R. Cott. |

MONDAY - cont'd

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 1:30 - 2:30 | Meet with C.C. teachers to evaluate observation, & plan next days activities | 1. Specialists and Administrators<br>2. Pre-school Teachers | C.C. Teachers and Assistants | L.T.R. |
| 2:45 - 5:00 | Understanding the child's environment | ALL | Children's Center Staff | L.T.R |
| 7:00 - 9:00 | Film showing "Headstart to Confidence" | 1. Specialists and Administrators<br>2. Pre-school teachers | Altha Manning LINC | TR. COTT. |
| | Orientation to The Model Reading School | Elementary teachers | Helen Wolff, Director, Model Reading School | Reading School |

Day - TUESDAY

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 8:30 - 12:00 | Working with kids in classroom | Pre-school Teachers | Children Center teachers | Children Center Instructional Areas |
| | Observation of classes | Elementary Teachers | Helen Wolff | Model Reading School |
| 8:30 - 10:00 | Survey of local Community Agencies<br>Survey of Greensboro Community Agencies<br>Discussion-Community and Parent Involvement | Specialists & Administrators | Irene Glass & Altha Manning | Parents Room Children Center |

TUESDAY - cont'd

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 10:00 - 12:30 | Home visitations contact with ESC-Welfare Dept., Recreation Dept., Social Security, Health Dept., etc. | Specialists and Administrators | Irene Glass & Altha Manning | Greensboro Community |
| 12:00 - 1:00 -- L U N C H ------- | | Elementary Teachers---------- | | |
| 12:30 - 1:30 -- L U N C H-------- | | Pre-school Teachers<br>Specialists & Administrators ---------- | | |
| 1:00 - 3:00 | Evaluation of day's activities with Reading School teachers & staff | Elementary Teachers | Reading School Staff | Reading School |
| 1:30 - 2:30 | Evaluation of day's Teaching | Pre-school Teachers | C.C. Teachers | C.C. Instructional Area |
| 1:30 - 3:30 | Discussions on mornings visits & planning for next day's visitations | Specialists & Administrators | Irene Glass | C.C. Parents Room |
| 2:45 - 5:00 | Workshop<br>Interaction Between Adults & Children | Pre-school Teachers | C. C. Staff | S. T. R. |
| 3:30 - 5:30 | Meeting with State Migrant Advisory Committee | Specialists & Administrators<br>Elementary Teachers | Representative from SMAC | L. T. R. |
| 7:00 - 9:00 | Workshops<br>(1) Diagnostic Techniques & classroom organization | Elementary Teachers | Reading School Staff | Reading School |
| | (2) Cardboard Carpentry | Pre-school Teachers<br>Specialists & Administrators | Mike Howard | C. C. Sanctuary |

Day - WEDNESDAY

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 8:30 - 3:00 | Repeat Tuesday's Schedule | 1. Elementary Teachers<br>2. Specialists and Administrators | | |
| 8:30 - 12:00 | Working with children in the classroom | Pre-school Teachers | C. C. Teachers | C. C. Classrooms |
| 12:00 - 1:30 | L U N C H | Pre-school Teachers | | |
| 1:30 - 2:30 | Evaluation & planning for classroom experience | Pre-school Teachers | C. C. Teachers | C. C. Classrooms |
| 2:45 - 5:00 | Workshop<br>Room Arrangement | Pre-school Teachers | C. C. Staff | L. T. R. |
| 7:00 - 9:00 | Local Teams plan continuing | ALL PARTICIPANTS | LINC & SDPI | CC (See bulletin board) |

Day - THURSDAY

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 8:30 - 2:30 | SAME AS WEDNESDAY | Pre-school Teacher | | |
| 8:30 - 12:30 | EPI - The classroom becomes a community children play roles of Citizens & Officials | Elementary Teachers & Specialists | Myra Rhaney | Southside School Durham |

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 8:30 - 12:30 | Vocation Education | Administrators | Jim Roberts | S. T. R. |
| 12:30 - 2:00 | L U N C H | Administrators | | |
| 2:00 - 4:00 | Vocation Education | Administrators | Jim Roberts | S. T. R. |
| 12:30 - 2:45 | LUNCH & TRAVEL | Elementary Teachers & Specialists | | |
| 2:45 - 5:00 | Interaction between Teacher & Assistant | 1. Elementary Teachers<br>2. Specialists<br>3. Pre-school Teachers | C. C. Staff | L. T. R. |
| 7:00 - 9:00 | Local Team Planning | ALL PARTICIPANTS | LINC & SDPI | C.C. (See bulletin board) |

Day - FRIDAY

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 8:30 - 10:30 | Workshop<br>1. Vocational Education | Administrators | Jim Roberts | S. T. R. |
| | 2. Cardboard Carpentery | | Mike Howard | C. C. Sanctuary |
| | 3. Homemade Materials | | C. C. Staff | |
| | 4. Organizing free play | | C. C. Staff | |
| 10:30 - 11:30 | Local Team Planning & Evaluation | ALL PARTICIPANTS | LINC & SDPI | C.C. (See bulletin board) |
| 11:45 - 1:45 | LUNCH & FINAL SESSION | ALL PARTICIPANTS | | HOLIDAY INN - South |

MIGRANT EDUCATION INSTITUTE EVALUATION
ALL PARTICIPANTS' QUESTIONNAIRE
March 22-27, 1970

Directions given to participants---

The following objectives are among those which were agreed upon by the sponsors of the workshops you have attended the past week. Indicate the degree to which you feel each objective has been reached, using the following scale:

5. Objective fulfilled
4. Good progress made toward this objective
3. Average fulfillment of this objective
2. Limited fulfillment of this objective
1. No attention given to this objective

| ITEM | SUMMARY OF RESULTS - #22 | | | | |
|---|---|---|---|---|---|
| | Directors | Nurses | Teachers | Aides | Mean |
| 1. To provide a model that demonstrates "How To" through observation and classroom experiences. | 4.20 | 5.00 | 4.88 | 4.66 | 4.70 |
| 2. To develop skills in observation techniques. | 4.40 | 4.33 | 4.77 | 4.66 | 4.60 |
| 3. To apply the skills developed in the observation workshop by observing live classroom situations and discussiong their observations with the teachers of the classes observed. | 4.40 | 4.33 | 4.55 | 4.66 | 4.50 |
| 4. To meet with consultants and begin planning an in-service program for all local migrant staff members. | 4.20 | 4.66 | 4.55 | 4.66 | 4.50 |
| 5. To meet with consultants and begin planning for their migrant program. | 4.20 | 4.33 | 4.66 | 5.00 | 4.55 |
| 6. To share past experiences and other idea with representatives from other local systems through informal discussions and gatherings, planning and evaluating sessions. | 3.80 | 4.00 | 4.88 | 5.00 | 4.50 |
| | | | | | 4.5 |

# TEACHER QUESTIONNAIRE

Migrant Worker Educators Seminar
March, April, May 1970

The following objectives are among those which were agreed upon by the sponsors of the workshops you have attneded the past week. Indicate the degree to which you feel each objective has been reached, using the following scale:

5. Objective fulfilled
4. Good progress made toward this objective
3. Average fulfillment of this objective
2. Limited fulfillment of this objective
1. No attention given to this objective

| MEAN | ITEM |
|---|---|
| 4.7 | 1. To provide through follow-up discussions a rationale for why things are done in the classroom. |
| 4.3 | 2. To apply the concepts and skills gained in study groups by working with children and the lead teacher in a classroom. |
| 4.9 | 3. To evaluate each day's experience through discussions with lead teachers and observers. |
| 4.5 | 4. To plan the daily classroom activities with the aid of the lead teacher. |
| 5.0 | 5. To provide the participants a variety of educational experiences designed to improve their skills in working with migrant children. |
| 4.8/4.7 | 6. To demonstrate the use of a variety of diagnostic techniques in a workshop and/or classroom experience. |

MIGRANT EDUCATION INSTITUTE
ADMINISTRATORS AND SPECIALISTS QUESTIONNAIRE
March 22-27, 1970

The following objectives are among those which were agreed upon by the sponsors of the workshops you have attended the past week. Indicate the degree to which you feel each objective has been reached, using the following scale.

5. Objective fulfilled
4. Good progress made toward this objective
3. Average fulfillment of this objective
2. Limited fulfillment of this objective
1. No attention given to this objective

| MEAN | | ITEM |
|---|---|---|
| 4.3 | 1. | To identify community agencies available in their home community. |
| 4.8 | 2. | To provide participants an opportunity to contact the agencies in the Greensboro area that are common to those in their home area. |
| 4.5 | 3. | To evaluate the services of each agency through discussions with the personnel of these agencies and to determine which services are applicable to their local situation. |
| 4.0 | 4. | To coordinate available community services with the instructional program through the local team planning sessions which include teachers. |
| 4.0 | 5. | To visit the home of children from the Children's Center |
| 3.5 | 6. | To coordinate the home visitations with the instructional program by providing the teachers with background information on the home visited. |
| 4.2 | 7. | To develop skills necessary in helping teachers improve the instructional program. |
| 4.0<br>4.2 | 8. | To provide a variety of workshops for administrators and specialists. |

# MIGRANT INSTITUTE - MARCH - QUESTIONNAIRE SUMMARY

| ALL PARTICIPANTS n=22 | | | TEACHERS n=12 | | | ADMINISTRATORS & SPECIALISTS n=8 | | |
|---|---|---|---|---|---|---|---|---|
| Item | Total | Mean | Item | Total | Mean | Item | Total | Mean |
| 1 | 98 | 4.7 | 1 | 56 | 4.7 | 1 | 35 | 4.3 |
| 2 | 96 | 4.6 | 2 | 52 | 4.3 | 2 | 38 | 4.8 |
| 3 | 94 | 4.5 | 3 | 59 | 4.9 | 3 | 36 | 4.5 |
| 4 | 94 | 4.5 | 4 | 54 | 4.5 | 4 | 32 | 4.0 |
| 5 | 94 | 4.5 | 5 | 60 | 5.0 | 5 | 32 | 4.0 |
| 6 | 94 | 4.5 | 6 | 58 | 4.8 | 6 | 28 | 3.5 |
| | 570 | 4.5 | | 339 | 4.7 | 7 | 33 | 4.2 |
| | | | | | | 8 | 32 | 4.0 |
| | | | | | | | 266 | 4.2 |

## A SUMMARY OF RECOMMENDATIONS

### "Sessions or Areas That Need More Emphasis"

*1. Allow more observation time

2. Expose administrators to all teacher experiences so they will be inclined to implement new practices

3. Participation in the classroom for elementary and secondary teachers

*4. Leave some unscheduled time

5. Allow more time for Cardboard Carpentry

6. Provide consultants for specialists, ie., nurses etc.

*7. Provide a central place to eat and stay

8. Allow flexible group meeting time--instead of 9:30 - 10:15 and 10:15 - 11:00
make it 9:30 - 10:15 and 10:30 - 11:15

9. Leave one free afternoon

10. Schedule time for participants to discuss strengths of individual projects

11. Provide a directory of LINC and Children's Center Staff

12. Provide time for groups to share ideas at informal gatherings

## SUMMARY OF OTHER COMMENTS

1. Recognized the need to break from the traditional approach in the classroom

*2. Liked observation and participation

*3. The Reading School is very effective

*4. The materials are very helpful

5. Enjoyed Cardboard Carpentry

Summary of other comments cont'd

6. Provided new concepts and skills to be used in the program
7. Would like to try the room arrangement for pre-school
8. Liked best the whole approach to organizing free play
9. Attitude of institute staff very pleasant
10. Would like to establish more relaxed classroom climate as seen at institute
*11. Parent involvement at the Children's Center commendable - would like to try it.
12. Liked the Dramatic play

* Most frequently expressed

# MIGRANT EDUCATION INSTITUTE

APRIL 19 - 24, 1970

RECEIVED
JUL 16 1970
NMSU
E.R.I.C.

SUNDAY

4:00 P.M. - 4:30 P.M. - REGISTRATION
STATLER-HILTON - LOBBY

5:00 P.M. - 9:00 P.M. - DINNER
G AND H PARLORS
STATLER-HILTON

1. Pre-evaluation
2. The North Carolina State Plan for Migrant Education - MR. ROBERT YOUNGBLOOD
   State Director
   Migrant Education
   N. C. State Department of Public Instruction
3. Observation Seminar - DAVID KAPLAN

*Specialist refers to nurses, health coordinators, social workers, home-school coordinators, high school teachers and other related personnel. Reading and language arts specialists will attend the same sessions as elementary teachers.

C.C. - Children's Center
L.T.R. - Large Training Room
S.T.R. - Small Training Room
M.R.S. - Model Reading School
Tr. Cott. - Training Cottage
P.R. - Parents Room
E.I.P. - Educational Improvement Program
LINC - Learning Institute of N. C.
SDPI - State Department of Public Instruction

## MONDAY

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 8:30 - 9:00 a.m. | Orientation To The C. C. | ALL | Mrs. Thelma Sellers | L.T.R. |
| 9:15 -12:00 noon | Understanding The Child's Environment | ALL | Miss Irene Glass<br>Mrs. Altha Manning | L.T.R. |
| | ---------- L U N C H ---------- | | | |
| 2:00 - 3:30 p.m. | Orientation To The Reading School and Diagnostic Techniques | ALL | Mrs. Helen Wolff | M.R.S |
| 7:00 - 9:00 p.m. | Film Showings | ALL | LINC | Statler-Hilt |

## TUESDAY

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 8:30 - 12 noon | Observation | Kindergarten<br>Elementary | Helen Wolff | M.R.S |
| 9:00 - 12 noon | Coordinating Migrant Educ. Project | Administrators & Specialists | Larry Graham<br>Altha Manning | L.T.R. |
| | ---------- L U N C H ---------- | | | |
| 1:00 - 2:45 p.m. | Evaluation & Planning with Staff | Kindergarten<br>Elementary | C.C. Teachers & Ass't's<br>M.R.S. Teachers | C.C.<br>M.R.S. |
| 3:00 - 5:00 p.m. | Panel: "Services for Migrants" | ALL | State Advisory Commmittee on Services to Migrants | L.T.R. |
| 7:00 - 9:00 p.m. | Refreshments & Fellowship | for all who want to drop by | LINC Staff | Statler-Hil |

## WEDNESDAY

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 8:30 -12 noon | Working with Children | Kindergarten & 1/2 Adm. & Spec. group | C.C. Teachers | C.C. Classes |
| 9:00 -12 noon | Observation | Elementary & 1/2 Adm. & Specialists | M.R.S Teachers | M.R.S. |
| | ----------L U N C H ---------- | | | |
| 1:00 - 2:45 p.m. | Evaluation of days activities (in school attended during morning) | ALL | Teachers | C.C. M.R.S. |
| 3:00 - 6:00 p.m. | Cardboard Carpentry | Optional | Michael Howard | C.C. Sanc. |
| 7:00 - 9:00 p.m. | Local Planning | ALL | LINC | Statler-Hilton |

## THURSDAY

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 8:30 - 12 noon | Dramatic Play | Elementary & 1/2 Adm. & Spec. | Myra Rhaney | E.I.P Southside Sch. Durham,N. |
| 8:30 - 12 noon | Working with Children | Kindergarten & 1/2 Administrators | Teachers | C.C. Classroom |
| | ----------L U N C H ---------- | | | |
| 1:00 - 2:30 p.m. | Evaluation of Days Activities | Kindergarten & 1/2 Adm. & Spec. | Teachers | C.C. Classroom |
| 3:00 - 6:00 p.m. | Cardboard Carpentry | Optional | Michael Howard | C.C. Sanc. |
| 7:00 - 9:00 p.m. | Local Planning | ALL | LINC | Statler-Hilton |

## FRIDAY

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 8:30 - 10:30 a.m. | Materials | one teacher from each program | Brenda Lail | Tr. Cott. |
| | "Market" Game | Adm., Spec. & Teachers | Michael Howard | C.C. Sanc. |
| 10:45 - 11:45 | Planning & Group Reports | ALL | LINC | L.T.R. |
| 12:00 - 2:00 | Group Luncheon | ALL | | G & H Parlors Statler-Hilton |

1. evaluation
2. Speaker: Mr. Richard Woodward, Chairman
   Human Relations Council
   Durham, N. C.

# ALL PARTICIPANTS QUESTIONNAIRE

Migrant Education Institute
April 19-24, 1970

The following objectives are among those which were agreed upon by the sponsors of the workshops you have attended the past week. Indicate the degree to which you personally feel each objective has been reached, using the following scale:

5. Objective fulfilled
4. Good progress made toward this objective
3. Average fulfillment of this objective
2. Limited fulfilment of this objective
1. No attention given to this objective

| ITEM | SUMMARY OF RESULTS #27 Total | Mean |
|---|---|---|
| 1. To begin developing skills in observation techniques through a workshop experience in observation techniques. | 125 | 4.6 |
| 2. To apply the skills developed in the observation workshop by observing live classroom situations and discussing these observations with the teachers of the classes observed. | 120 | 4.6 |
| 3. To demonstrate a variety ofinstructional approaches | 122 | 4.5 |
| 4. To provide a model that demonstrates "How To" through observation and classroom experiences. | 118 | 4.5 |
| 5. To provide through follow-up discussions with lead teachers and selected study groups, a rationale for classroom activities. | 115 | 4.3 |
| 6. To provide administrators and specialists with the observation skills necessary to help teachers improve the instructional program. | 108 | 4.3 |
| 7. To evaluate the role of the child's total environment in his development. | 119 | 4.4 |
| 8. To explore through discussions, observations and/or involvment, the role of administrators, nurses, social workers, etc. in the instructional program. | 103 | 3.9 |

| ITEM | SUMMARY OF RESULTS #27 Total | Mean |
|---|---|---|
| 9. To demonstrate interaction between adults and children. | 115 | 4.4 |
| 10. To demonstrate interaction between teacher and assistant. | 121 | 4.5 |
| 11. To demonstrate varied room arrangements. | 115 | 4.3 |
| 12. To provide materials relevant to participants' needs. | 125 | 4.6 |
| 13. To evaluate the services of state agencies through discussions with the personnel of these agencies and to determine which services are applicable to local situations. | 111 | 4.1 |
| 14. To meet with consultants in-service program for all local migrant staff members and/or the summer migrant project. | 116 | 4.3 |
| 15. To share experiences and ideas with representatives from other local systems through informal discussions and gatherings, planning and evaluating sessions. | 121 | 4.7 |
| Kindergarten Teachers Only | | |
| 16. To apply the concepts and skills gained in study groups, discussion, etc. by working with children and the lead teacher in a classroom. | 22 | 4.4 |
| 17. To plan the daily classroom activities with the aid of the lead teacher. | 23 | 4.6 |

MIGRANT EDUCATION INSTITUTE

April 19-24, 1970
Questionnaire Summary

N= 27

| ITEM | TOTAL | MEAN | N* | |
|---|---|---|---|---|
| 1 | 125 | 4.6 | 27 | |
| 2 | 120 | 4.6 | 26 | |
| 3 | 122 | 4.5 | 27 | |
| 4 | 118 | 4.5 | 26 | |
| 5 | 115 | 4.3 | 27 | |
| 6 | 108 | 4.3 | 25 | |
| 7 | 119 | 4.4 | 27 | |
| 8 | 103 | 3.9 | 26 | |
| 9 | 115 | 4.4 | 26 | |
| 10 | 122 | 4.5 | 27 | |
| 11 | 115 | 4.3 | 27 | |
| 12 | 125 | 4.6 | 27 | |
| 13 | 111 | 4.1 | 27 | |
| 14 | 116 | 4.3 | 27 | |
| 15 | 121 | 4.7 | 26 | |
| 16 | 22 | 4.4 | 5 | K*only |
| 17 | 23 | 4.6 | 5 | K*only |

*N - number

*K - kindergarten

EVALUATION SUMMARY

General Evaluation-Migrant Institute

5/1/70

I. Strengths

1. Model reading school visits
2. Materials suggestion
3. Organization
4. Cardboard carpentry

II. Problem Areas ( no general agreement)

1. Long Sunday sessions
2. More specfic suggestions for local situations- need more familarity with these situations
3. 2 or 3 objected to local planning

III. IDEAS: Liked the ideas of more freedom for students.

# MIGRANT EDUCATION INSTITUTE

## MAY 10 - 15, 1970

SUNDAY

4:00 P.M. - 4:30 P.M. - REGISTRATION
STATLER-HILTON - LOBBY

5:00 P.M. - 9:00 P.M. - DINNER
G AND H PARLORS
STATLER-HILTON

1. Pre-evaluation

2. The North Carolina State Plan for Migrant Education - MR. ROBERT YOUNGBLOOD
State Director
Migrant Education
N. C. State Department of Public Instruction

3. Materials Display - BRENDA LAIL

*Specialist refers to nurses, health coordinators, social workers, home-school coordinators, high school teachers and other related personnel. Reading and language arts specialists will attend the same sessions as elementary teachers.

C.C. - Children's Center
L.T.R. - Large Training Room
S.T.R. - Small Training Room
M.R.S. - Model Reading School is part of Jones School
Tr. Cott. - Training Cottage
Adv. Sch. - Advancement School
P.R. - Parents Room
E.I.P. - Educational Improvement Program
LINC - Learning Institute of N. C.
SDPI - State Department of Public Instruction

MONDAY

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 8:30 A.M. to 12:15 P.M. | Orientation To The Children's Center and Observation | ALL | Lydia Richards<br>David Kaplan | C.C.<br>L.T.R. |
| | ---------- L U N C H ---------- | | | |
| 2:00 P.M. to 4:00 P.M. | Orientation To The Use of Movement Experiences | ALL (wear comfortable clothing) | Doris Hutchinson | M.R.S. |
| 7:30 P.M. to 9:30 P.M. | Understanding Individual Behavior In a Group | ALL | Sylvia Barnes | Hilton Room 902 |

TUESDAY

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISRO | LOCATION |
|---|---|---|---|---|
| 8:30 - 9:30 | Use of Reinforcement | Elem. Teachers 1/2 Adm. and Spec. | Doris Hutchinson | M.R.S. |
| 10:00-11:00 | Observation: First Grade Classes | Elem. Teachers 1/2 Adm. and Spec. | Jones Teachers | Jones School |
| 11:00-12:00N. | Discussion of Observation with Teachers | Elem. Teachers 1/2 Adm. and Spec. | Jones Teachers | M.R.S. |
| 8:30 -12:00N. | Observation of C.C. Classes | Pre-school Teachers 1/2 Adm. and Spec. | Lydia Richards | C.C. Observation booths |
| | ----------L U N C H---------- | | | |

TUESDAY - cont'd

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 1:30 - 3:00 | Evaluation of Observation with Teachers & Planning | Pre-school Teachers and 1/2 Adm. and Spec. | C.C. Teachers | C.C. Classes |
| 2:00 - 4:00 | Movement and Art | Elem. and 1/2 Adm. and Spec. | Clarence Phillips | M.R.S. |
| 7:00 - 7:30 | Film: "Movement Exploration" | Optional | | Hilton Room 902 |
| 7:30 - 9:30 | Organizing for Maximum Involvement | Elem. and 1/2 Adm. and Spec. | Sylvia Barnes | Hilton Room 902 |

WEDNESDAY

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 8:30 - 3:30 | Working in Classroom & evaluation | Pre-school Teachers | C.C. Teachers | C.C. Classes |
| 9:00 -10:00 | Orientation To The Advancement School Coffee Break | ALL | Adv.Sch.Staff | Winston-Salem Adv.Sch. |
| 10:15-12:00N. | Observation of Classes | ALL | " " " | Adv.Sch. Classrooms |
| 12:00N.-1:00 | ----------L U N C H -85¢/person---------- | | | Adv.Sch. Cafeteria |
| 1:00 - 3:00 | Language Arts, Social Studies, Counseling Block | ALL | Adv.Sch.Staff | Adv.Sch. |
| 3:00 -4:00 | Evaluation with teachers and staff observed | ALL | " " " | Classrooms |

THURSDAY

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 8:30 - 9:00 | Film: "Jenny Is A Good Thing" | ALL | | C.C. L.T.R. |
| 9:15 -12:15 | Planning Sessions | ALL | LINC & STATE STAFF | C.C. L.T.R. |
| | ----------L U N C H---------- | | | |
| 1:30 - 5:30 | Cardboard Carpentry | Optional (wear comfortable clothing and shoes) | Mike Howard | Sanc. |
| 2:00 - 4:00 | Home-made materials | Optional | Thelma Sellers | L.T.R. |
| 7:30 - 9:30 | Refreshments and Fellowship | for all who want to drop by | | Hilton Room 902 |

FRIDAY

| TIME | ACTIVITY | PARTICIPANTS | CONSULTANT AND/OR ADVISOR | LOCATION |
|---|---|---|---|---|
| 8:30 - 10:30 | Simulation: "Market" | ALL | Win Lail | L.T.R. |
| 10:45-11:45 | Evaluation | ALL | | L.T.R. |
| 12:15- 1:45 | Luncheon | ALL | | G and H Parlors Hilton |

Speaker: Attorney Donald Pitts
Legal Aide Attorney
Raleigh Co. Community
Action Program
Beckley, West Virginia

EVALUATION BY PARTICIPANTS

Migrant Education Institute

May 1970

The following objectives are among those which were agreed upon by the sponsors of the workshops you have attended the past week. Indicate the degree to which you personally feel each objective has been reached, using the following scale:

5. Objective fulfilled
4. Good progress made toward this objective
3. Average fulfillment of this objective
2. Limited fulfillment of this objective
1. No attention given to this objective

_____1. To begin developing skills in observation techniques through a workshop experience in observation techniques.

_____2. To apply the skills developed in the observation workshop by observing live classroom situations and discussing these observations with the teachers of the classes observed.

_____3. To observe a variety of instructional approaches.

_____4. To provide a model that demonstrates "How To" through observation and participation.

_____5. To provide through follow-up discussions with lead teachers and selected study groups, a rationale for classroom activities.

_____6. To provide administrators and specialists with the observation skills necessary to help teachers improve the instructional program.

_____7. To explore alternative ways of working with children through movement education, the Childrens' Center and the Advancement School. Through the movement education workshops and other activities.

_____8. To provide participants with ways to develop teacher to child and child to child communication skills.

_____9. To aid teachers in developing "total" expressivity of pupils, i.e., art, movement, language through the movement education workshop.

_____10. Through the Movement Education workshop to improve participants observation skills.

_____11. To observe interaction between adults and children.

_____12. To observe interaction between teacher and assistant.

_____13. To demonstrate varied room arrangements through visits to the Childrens' Center, Jones School, and the Advancement School.

_____14. To provide materials relevant to participants' needs.

_____15. To meet with consultants and begin planning a continuing in-service program for all local migrant staff members and/or the summer migrant project.

_____16. To share experiences and ideas with representatives from other local systems through informat diacussions and gatherings, planning and evaluating sessions.

Kindergarten Teachers Only

_____17. To apply the concepts and skills gained in study groups, discussions, etc. by working with children and the lead teacher in a classroom.

_____18. To plan the daily classroom activities with the aid of the lead teacher.

# CHILDRENS BOOKS FOR MIGRANT PROGRAMS

## RECOMMENDED BY CHARLOTTE BLOUNT, N.C. REVIEWER OF CHILDREN'S BOOKS

*Greenberg, Polly. OH LORD, I WISH I WAS A BUZZARD, Macmillan 1968. The dreams of a little girl picking cotton. Based on the childhood recollection of Gladys Henton, Greenville Mississippi.

*Holland, John (Edited by). THE WAY IT IS, Harcourt, Brace, & World, Inc., 1969. 15 boys describe life in their own words and with their own photographs. (See Mrs. Blount's review from Winston-Salem Journal & Sentinel, April 12, 1970)

*Krementz, Jill. SWEET PEA, Harcourt, Brace & World, Inc., 1969. The story of a Black girl growing up in the rural south as told to and photographed by Jill Krementz, who spent several weeks living with Sweet Pea's family.

Madian, Jon. BEAUTIFUL JUNK, Little, Brown & Co. A story of the Watts Towers which were really built in the Watts section of Los Angeles by a junk collector. It is the story of an angry boy who first mocks the junk collector, then follows him and discovers something about himself.

Mendoza, George. AND I MUST HURRY FOR THE SEA IS COMING IN..., Prentice-Hall, Inc., 1969. Beautiful photography and a poem create a magical moment for this boy playing in a gutter.

Merriam, Eve. THE INNER CITY MOTHER GOOSE, Simon and Schuster, N. Y. 1969. Poems like these help teachers understand the anger of the deprived: (Little Jack Horner, p. 42)

> Little Jack Horner
> Sat in the corner
> Thumbing his first-grade book.
>
> Look, Jack,
> Look at blonde Jane and blue-eyed Dick
> And their nice white house
> And their nice green lawn
> And their nice clean town
> And their dog that is brown.
>
> Little Jack Horner,
> Dumb in the corner,
> Why don't you learn to read?

Roberts, Nancy. A WEEK IN ROBERT'S WORLD: THE SOUTH, Macmillan Co. 1969. Robert's world is the world of a Black boy in the first grade in Huntersville, N. C.

Shearer, John. I WISH I HAD AN AFRO, Cowles Book Co., Inc. 1970. Little John's father, a seasonal construction worker whose

main worry is providing for his family, won't let Little John have an Afro. Each member of the family has a section of the book in which he reveals his innermost hopes and dreams.

Steptoe, John (18 yr. old author & artist) STEVIE, Harper & Row, 1969. The reactions of a black boy to a smaller child, Stevie. who comes to live with him, is based on the author's childhood experiences. His story, which he has illustrated himself in glowing colors, should be an inspiration to other children to make their own books.

Wagner, Jane. J. T., Van Nostrand Reinhold Co. 1969. Photographs by Gordon Parks from the television Christmas special J.T. Maybe the best thing about this story is that everybody gets a little closer to what is real--and it wouldn't have happened if it hadn't been for J. T. and his cat.

* McGovern, Ann. "BLACK IS BEAUTIFUL, Four Winds Press, 50 W 44th St., N.Y. Black and white photographs build an image of black as beautiful

See Also "The Beautiful people in children's books" in the April 1970 issue of CHILDHOOD EDUCATION This issue is is dedicated to the memory of Dr. Martin Luther King and is entitled VALUING THE DIGNITY OF BLACK CHILDREN. The article makes note of the following fact:

> For the first time since the 1951 AMOS FORTUNE, FREE MAN, the current Newbery winner (William Armstrong, Sounder) stars a black American. The nameless boy and his mother witness the southern oppression that destroys the father and their dog. But the will to live and to believe somehow infuses the boy with the strength to search for the father taken away and to begin life anew.

*Books being ordered by LINC.

# ADDRESSES FOR CONSULTANTS
# FOR THE MIGRANT EDUCATION CONFERENCE

LEARNING INSTITUTE OF N. C.
1006 LAMOND AVENUE
DURHAM, N.C.
TELEPHONE: 919 - 688-8211

LINC CHILDREN'S CENTER
800 SILVER AVENUE
GREENSBORO, N.C.
TELEPHONE: 919 - 275-9836

MODEL READING SCHOOL
502 SOUTH STREET
GREENSBORO, N.C.
TELEPHONE: 919 - 272-9720

STATE DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, N.C. 27602

SOUTHSIDE SCHOOL
ELLIS ROAD
DURHAM, N.C.
TELEPHONE: 919 - 596-8147

# CONSULTANTS FOR MIGRANT EDUCATION CONFERENCE

| | | | |
|---|---|---|---|
| *1. | Mrs. Brenda Lail | - | Lang. Arts, Media & Materials<br>Program Associate, LINC<br>Durham, N. C. |
| *2. | Mr. David Kaplan | - | Observation Techniques,<br>In-service Program<br>Program Associate, LINC<br>Durham, N. C. |
| *3. | Mr. David Kingsley | - | Assessment and Evaluation<br>Evaluation Consultant, LINC<br>Durham, N. C. |
| *4. | Mr. Win Lail | - | Staff Development, Observation<br>Program Associate, LINC<br>Durham, N. C. |
| *5. | Mr. Larry Graham | - | Secondary Education, Administration<br>Program Associate, LINC<br>Durham, N. C. |
| *6. | Mrs. Phyllis Jack | - | Organized Free Play, Early<br>Childhood Education, LINC<br>Durham, N. C. |
| *7. | Mr. James Sawyer | - | Reading Specialist,<br>Program Associate, LINC<br>Durham, N. C. |
| *8. | Mr. John Hawes | - | Audio-Visual - Video-tape, etc.<br>Program Associate, LINC<br>Durham, N. C. |
| *9. | Dr. Betty Landsberger | - | Pre-School Education<br>Program Associate, LINC<br>Durham, N. C. |
| *10. | Mr. Ed Campbell | - | Public Relations<br>Program Associate, LINC<br>Durham, N. C. |
| *11. | Dr. Hugh Peck | - | Evaluation & Research<br>LINC<br>Durham, N. C. |

*These persons may be contacted for consultation services under LINC's contract with the State Department.

Consultants cont'd

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| *12. | Miss Barbara Ferguson | - | Parent and Community Involvement, Pre-School Education<br>Assistant Director, LINC Children's Center<br>Greensboro, N. C. |
| 13. | Mrs. Lydia Richards | - | Staff Development<br>LINC Children's Center<br>Greensboro, N. C. |
| 14. | Mrs. Irene Glass | - | Parent and Community Involvement<br>LINC Children's Center<br>Greensboro, N. C. |
| *15. | Mrs. Mildred Johnson | - | Pre-School Education<br>LINC Children's Center<br>Greensboro, N. C. |
| *16. | Mrs. Anna Howard | - | Pre-School Education<br>LINC Children's Center<br>Greensboro, N. C. |
| 17. | Mrs. Willie Meacham | - | Pre-School Education<br>LINC Children's Center<br>Greensboro, N. C. |
| 18. | Mrs. Elizabeth Ellis | - | Teacher Assistant<br>LINC Children's Center |
| 19. | Mrs. Rebecca Hodgin | - | Teacher Assistant<br>LINC Children's Center |
| 20. | Mrs. Sandra Hunt | - | Teacher Assistant<br>LINC Children's Center |
| *21. | Mr. Michael Howard | - | Cardboard Carpentry, Media.<br>Field Services<br>Associate for Field Services |
| 22. | Mr. James North | - | Instructional Program<br>Associate for Instruction<br>Children's Center |
| 23. | Mrs. Thelma Sellers | - | Instructional Materials and Homemade Materials<br>Librarian, Children's Center |
| *24. | Mrs. Helen Wolff | - | Reading, Director<br>Model Reading School<br>Greensboro, N. C. |
| *25. | Mrs. Shondra Aheron | - | Sixth Grade - Reading Techniques<br>Model Reading School |

Consultants cont'd

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|---|---|---|---|
| 26. | Mrs. Sue White | - | Field Supervisor<br>Model Reading School<br>Greensboro, N. C. |
| 27. | Mrs. Carol Killian | - | Writer, Model Reading School<br>Greensboro, N. C. |
| 28. | Mrs. Rachel Carter | - | First Grade<br>Model Reading School |
| 29. | Mrs. Sandra Batchelor | - | Second Grade<br>Model Reading School |
| 30. | Nancy Allen | - | Third Grade<br>Model Reading School |
| 31. | Mrs. Mary Purnell | - | Fourth Grade<br>Model Reading School |
| 32. | Mrs. Rachel Moore | - | Fifth Grade<br>Model Reading School |
| 33. | Mr. Robert Youngblood | - | Program Planning & Budgeting<br>Director, Migrant Education<br>SDPI<br>Raleigh, N. C. |
| 34. | Mr. Y. A. Taylor | - | Program Planning & Implementation<br>Consultant, Migrant Education<br>SDPI |
| 35. | Dr. Frank A. Toliver | - | Program Planning & Implementation<br>SDPI |
| 36. | Mr. Tom Adams | - | Farm Labor & Rural<br>Manpower Service<br>Employment Security Commission<br>P. O. Box-2209<br>Raleigh, N. C. |
| 37. | Mr. William O. Oliver | - | State Coordinator<br>Vocational Rehabilitation<br>305 1/2 W. Martin St.<br>Raleigh, N. C. |
| 38. | Mr. Amin Khalil<br>Eliz. Berry Hill | - | Health Education Consultant<br>and Coordinator<br>Migrant Health Program |
| 39. | Miss Grace Daniel | - | Chief, Health Education Section<br>N. C. State Board of Health |